

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. VIII

ST. LOUIS, JULY, 1875.

No. 7.

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## Methods of Culture and Methods of Teaching.

THE publication of the articles on the above subjects have been unavoidably delayed. This is a sample of the many impatient letters received from all parts of the country:

Hazel Green, Ky., June 14, 1875.

When will you resume the publication of articles by President Baldwin, of the Normal School at Kirksville, on Methods of Culture and Methods of Teaching?

Articles on the above subjects are much needed by teachers, and a Journal devoting considerable space to them, I doubt not will be liberally supported.

I will attend several Institutes during the summer, and I want to be able to call special attention to this feature of the Journal.

T. WILSON.

We are glad to say positively that the articles referred to will be resumed in our September issue, and will be continued from month to month till completed.

The articles embrace the instruction given in the Normal School, and are intensely practical. Teachers will certainly find them invaluable.

Harry Wadsworth's motto is ours: "To look up, and not down; To look forward, and not back; To look out, and not in; and To lend a hand."



J. B. MERWIN.....EDITOR.

ST. LOUIS, JULY, 1875.

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The meeting will be held at Minneapolis, Minnesota, the 3d, 4th and 5th of August next. We present the leading topics of discussion on another page.

For further particulars and circulars as to routes, rates of fare, &c., address, enclosing stamp for reply, Dr. Wm. T. Harris, President, St. Louis, Mo.

## IT WILL PAY YOU.

DO you take this journal? If not, we desire to present two or three considerations why it will pay you to do so. 1st. The best teachers say that it is a real permanent practical help in the school, and, 2d. This journal will also show the people who pay the taxes to sustain the schools, not only what our teachers and school officers are doing, but the necessity existing for this work as well. Now when the taxpayers understand this, they will cheerfully provide for the more prompt and liberal payment of our teachers.

Let it then be distinctly understood that these are our specific aims and designs. For these reasons we feel that the teachers and school officers should see to it that copies are taken, circulated and read in every school district in the United States. In no other way can so much necessary and

valuable practical information be given for so little money, hence it will pay you to subscribe for it and induce others to do so. Terms, \$1 50 per year, and 10 cents to prepay the postage. Send by postoffice order to the editor.

We have concluded arrangements by which teachers and their families can go to Cincinnati, Cleveland, Columbus, Chautauqua Lake, Niagara Falls, Saratoga Springs, New York and Boston, at about one half the usual charge. Tickets good from St. Louis, going to July 10th, and to return, to September 15th. These are round trip tickets, good to go and return, from St. Louis only, between the above dates. Call on or address with stamp for reply, the editor of this journal.

THE papers of Carthage, Missouri, say that Prof. J. C. Mason, the author of the article in the June number of this "Journal," on "Written Examinations," deserves great credit for solving a most knotty problem—school government—by his admirably planned system of monthly written examinations.

Pupils do not occupy positions according to size, or age, or social standing, or the desire of parents or friends, but are classified strictly according to the result of the regular monthly written examinations which have been held regularly during the past year. This system has proven itself to be a most efficient means, not only of classification but of government.

It appeals to the understanding and common sense of the scholar. He does his own thinking and learns his lessons through policy stimulated by emulation and personal ambition. He dives into foundation principles on his own hook, he becomes delighted with his own success and reliant upon his own ability and makes high and noble resolves and is soon upon the highway which leads to wisdom, eminence and honor.

We do not hold ourselves responsible for opinions expressed by contributors or correspondents.

Hon. Newton Bateman, late Superintendent of Public Instruction of Illinois, has accepted the Presidency of Knox College, Galesburg, Illinois. The next school year opens Sept. 1, 1875.

Supt. Scott of the Lebanon, Ill., Public Schools, has done a good work outside as well as inside of the school room, as evinced by the fact that nearly four hundred of the citizens have visited the school during the year just closed.

Of course they are pleased with the rapid and steady progress made, and criticise the work done intelligently and kindly. If our teachers all through the country would thus cultivate the people, so that the taxpayers could know what they are doing, it would be a permanent practical help to the schools everywhere.

Prof. B. S. Potter, formerly Prof. of Natural Science in the Illinois Wesleyan University, and now Prof. of Mathematics in the State Normal School, Kirksville, Mo., will spend July and August visiting and lecturing before Institutes in Iowa and Illinois. He is a master workman and will intensely interest all who hear him.

A Normal Institute of five weeks will be held at Ozark, Mo., commencing Monday, June 21.

The faculty of Drury College, assisted by Prof. S. M. Dickey and others, will be present.

O. S. Reid of Ozark, will answer all inquiries as to terms, board, &c.

Supt. J. M. Greenwood, of Kansas City, Mo., recently elected President of the Warrensburg, Mo., Normal School, vice James Johnson removed, positively declines. "Let us have peace."

We are in favor of the freest expression in all matters of general education—in the belief that intelligent discussion will discover false theories and develop true ones.

The corner-stone of our free institutions in America is and ever must be the diffusion of intelligence among the masses of the people.

## Necessity of Public High Schools.

BY WM. T. HARRIS.

DURING the past twenty years, there has been an unparalleled growth in wealth and population, and still greater possibilities of commanding the services of nature. The construction of seventy thousand miles of railroad means a most radical change in society; it means the creation of a myriad of cities, where there were only villages before. It means the extension of urban life into the vast region of country where before was only patriarchal simplicity. The railroad, with its accompanying telegraph, provides the daily paper for every one of its stations, and there is instant knowledge (for every inhabitant) of all events in the world of thought worth recording. This daily peep at the great world has rendered insipid the former dish of village gossip, and has done much to remove the distinction between country and town that once existed as an important element of social and political difference. But there is another phase of this influence of the railroad still more important. The railroad is the creation of commerce. Its most immediate influence on the country population is to stimulate them to division of labor and to exchange of products. It comes to pass that a mutual interdependence of the individual upon society grows up quite rapidly. Where the farmer once obtained his food, clothing and shelter almost entirely from the products of his own farm, and thereby enjoyed a very limited number of luxuries at a great expense of labor unassisted by machinery, now the farmer exchanges directly his raw produce for the manufactured products of machinery and skilled labor. By this means a given amount of human industry accomplishes far more than before, and the wealth of society increases proportionately. This explains the immense growth of cities during the present century. Manufacturing has doubled once in seven years. Increased transit facilities have so abated the friction of exchange that the raw material has risen in value while the cost of the manufactured product to the consumer has decreased in the same ratio.

With all this increase of wealth and the facility of seeing and knowing, or the transmission of instant knowledge of events to any distance, people in the world have become closely related and dependent—each upon all. The railroad and telegraph have moved by far the greater part of the country into the city, and our national character has unavoidably changed and is still further changing. Not only our national character, but that of other nations all over the world is being modified essentially, by this means.

Certain well-marked social effects have resulted from this. Where each individual lives in comparative isolation from his neighbor, relations are very simple, and very little governmental influence is required. The

political government is consequently very simple in a country where urban life has not been developed. After the railroad system has become a network over the country, relations of each to all have so multiplied, and rights have become so complex and intertwined, that the political government is a very delicate and difficult problem to adjust and solve, requiring the greatest insight and practical skill.

In the modern (urban) status of society, new vocations continually arise, one after the other, based upon the necessities of unity in the organism which society has become. Before any close unity existed between country and town, and while the town was very small, its functions were very simple, and little was needed to regulate the same. But think for a moment of the business management of a railroad, requiring, as it does, a system of subordination of all the parts and members to one head directing it, so complete, that all shall be a perfect unit. What immense directive power is demanded to unify all the parts of the system and prevent accidents and the loss of property through carelessness and fraud! Think of the complex business of insurance, with its manifold departments, every one of which presupposes the organic unity of society and its elevation into urban life. A demand upon a highly educated class of laborers is occasioned by these complex relations which come into existence through the changes in the relation of the individual to society, which we have just now portrayed. Manyfold vocations—some being commercial, some having for their end protection of society, its culture, or its amusement—have arisen from this source, and have come to demand immense stores of directive intelligence. Think only of the literary profession, including the journalists, printer and publishers, authors, book-makers, book-sellers, telegraph employes, artists, including musicians, painters, sculptors, photographers, actors, etc.

The society and the State have changed in such a way as to make demands upon the individual different from those of former times. Under the new regime the life of individuals is dependent upon the social whole, and it is requisite for him to be continually alert and observant of the movements of society and obedient to its behests. Then, again, the political and social demand for such an enormous fund of directive power is even of greater import to the individual. In fact, in the former simple, patriarchal state of society it was not essential that the individual be educated to any considerable degree. If he could read and write, and understood a little arithmetic, he was educated beyond immediate necessities; for there was little to read, little to write, and not much arithmetical calculation required. Neither did he find much need of a disciplined will and habit of regularity, punctuality, and attention. When it rained, or after the harvest was cared for, he could lounge about

the village store and exchange gossip over the trivial affairs of his neighborhood. But with the new country life all is different. The railroad reduces all to rhythm. There must be regularity, punctuality, attention, and systematic industry. More than this, there must be an education far above the "three R's" in the great army of men who exert the directive power required to manage all the manifold complex relations that come to exist as a consequence of this instrumentality. Hence we see that modern society, resting, as it does, on the union of the country and town, or on the elevation of the country into a direct participation in urban life, demands as its necessary condition a system of popular education widely different from that required under its former status. Indeed, if the question be asked as to whether the modern State and modern civil society, constituted as it is, and is becoming to be, can exist without a system of public education, including High Schools, we are ready at this point to answer with a prompt and emphatic no. In a patriarchal state of society, such as finds itself in every mere agricultural country not penetrated by railroads or other transit facilities, it is obvious that there is no such social or political necessity for education, but only a general demand for it on the grounds of humanity—a mere sentimental basis, one might call it. But the closely organized society that grows into existence with the instrumentalities of commerce and intercommunication, finds popular education simply an indispensable provision.

## AMERICAN COMMON SCHOOLS.

BY BAYARD TAYLOR.

ALTHOUGH our American schools will yet have to imitate, as far as technical details are concerned, European school systems, still we are bound to look upon the scope of our own system as being of a higher order; that we must look upon the results which it can ultimately reach as of far greater consequence than those generally attainable by the educational establishments of Europe. As all our institutions should do justice to the universal interests of humanity, in a higher degree than the state of things in Europe and the conditions of the continental governments will allow, so towers, in like manner, the mission of the American common school high above the aim of the elementary schools of other countries. It can accomplish more than they, and therefore, it should do so. The American common school is destined to become in time the model school of the world, and, though it is yet very far from having reached this end, still its disposition and adaptability to its sublime aim lead us to expect that it will soon attain the same. Our system needs but a proper guide to lead it to perfection, for the conditions of success exist already. Therefore, every attempt to divert it from this mission,

and to bring it down to the level of the most elementary grade of instruction, must be immediately and persistently opposed.

Universal ignorance is incompatible with human freedom, with universal liberty.

The public schools must of necessity be the great lever and means on which the nation must rely for the diffusion of intelligence among the masses of the people.

The higher you make the standard of the system of education in the common school the more secure do you build up and strengthen the structure of your national liberties.

Every step you take to lower this standard, every study that you erase from its list, tends to sap the very foundation stones of that edifice on which rests, and must ever depend, our future as a free people.

—Are we far from right then, when we suggest that the best hope of improvement in our schools, and progress in the cause of popular education, lies not in what we as educators do directly for those objects, but rather in what may be done to make the people generally take a deeper personal interest in what concerns them—in the choice of efficient officers; in the selection of qualified teachers; in the providing of good school accommodations; in the payment of just salaries, and in the visiting of schools and keeping a sharp oversight of their management? The people may delegate authority, but in doing this, they do not discharge themselves from all responsibility and duty. They must be made to feel this, if popular education is to be successful.—[Bicknell.]

—Among men, he is the greatest who does the most good and serves best his God and his fellows. He is the worst who serves only himself. Selfishness comes of the lower or animal nature, and cares only for its own, as in the realm of the lower animals.

To be great, one must be good. He must be brave, noble, willing, self-sacrificing; he must deny himself when necessary, not only of luxuries, but of real necessities, for the good of others. He should be intelligent, active, industrious, enterprising, persevering, dignified, loving, and manly. He should not be a narrow-minded skeptic, or a pinched up bigot. His should be a full-orbed mind, free from prejudice and superstition. His prayer should include the race—yea, all the world. To be really great he must be a truly good man, fulfilling all the ends of his creation. With the Savior for his model and example, he should strive to attain all the excellences seen in the model. He should aim at perfection and come as near to its attainment as possible. He who does this will rise. He will secure honor among men; and what is better and nobler, will secure that happy inward consciousness of good will to man, and of acceptance by his Maker. And this is true greatness.—Wells.





VANDERBILT UNIVERSITY, NASHVILLE, TENNESSEE.

THIS University, located in the city of Nashville, Tennessee, will be completed and opened for students on the first Wednesday of October next. It is an institution under the auspices of the Methodist Church South, and in that sense is a Methodist institution; but it is one that all our people feel a pride in, and own as an invaluable acquisition to our National prosperity and recognize as a stimulus to the educational advancement of the whole country.

The managers, with commendable liberality, and good sense, have started out to make it an institution for all. They offer tuition free in the academic and theological departments to young men of all denominations, studying for the ministry; and the University is to be conducted upon the principle of independent schools, giving to the students the right to select a course suited to their tastes and previous preparation—and their future pursuits in life.

Through the generosity of Com. Vanderbilt, in his gift of \$600,000, the building has been erected, and the University endowed. To welcome its location in their midst, the people of Nashville contributed about \$50,000, which furnished the grounds. A sustentation fund has been raised, which amount (\$100,000) is provided for by six per cent. interest bearing notes.

The Vanderbilt is a large, strong house. In its erection, the only specification of Mr. Vanderbilt, that the best material should be used, has been fully complied with, and time has been allowed for these materials to knit together and settle firmly.

It stands on a site the most eligible of the many fine ones about Nashville, "the largest and noblest building dedicated to learning, in the Southern States, and a worthy monument to him whose name it bears." There are comprised in the University four different schools or departments.

#### PHILOSOPHY, SCIENCE AND LITERATURE.

Dr. L. C. Garland, late Chancellor of Randolph Macon College, Virginia, and University of Alabama, is Chancellor of the Academic School.

Prof. Lupton occupies the chair of Chemistry.

Dr. Lipscomb, late Chancellor of the University of Georgia, is Professor of Philosophy and Criticism.

Dr. Winchell, late Chancellor of Syracuse University of New York, lectures on Zoology and Historical Geology.

Dr. J. M. Safford, State Geologist of Tennessee, is Professor of Mineralogy, Botany and Economical Geology.

Professor Joynes of Washington and Lee University, Professor of Modern and English Languages.

It is a peculiarity of this institution that the English language is combined with the modern languages in teaching.

The Latin and Greek are taught by Professors Humphries and Arnold, both of whom have had residence and study at the German Universities.

A singular fact and healthy sign of the Academic School is that it contains four Chancellors and Presidents of other well-known colleges.

#### THEOLOGY.

The foremost men in the Methodist Church, as scholars and divines, have been selected and put in charge of the Theological Department: Rev. T. O. Sommers, D.D., Editor "Nashville Christian Advocate," Rev. Dr. Shipp of South Carolina, and Rev. Dr. Granberry of Virginia.

#### LAW.

Appreciating the important fact that a law department cannot be worked by amateurs, and that it must have earnest working men, the Board of Trust have recently reorganized the law faculty. The present organization embraces three Professors, now in the prime of life, thorough in literary culture and legal attainments, as well as successful practitioners, who are pledged and committed to make the Law Department a success. This department has been in progress a year, and just closed its first term, graduating only one lawyer, Mr. Wm. Sullivan of Oxford, Mississippi. He will be a fair pledge of the thoroughness and genuineness of the diploma. The first term closed under favorable

auspices, and with fairer promises for the next term, when the school will be accommodated in the building of the University.

#### THE MEDICAL DEPARTMENT

Is under the old faculty so well known in connection with the old Nashville University. It is conducted in the same lecture room and museum. Students will be graduated in the chapel of the Vanderbilt.

Professor Lupton has returned from Europe, where he purchased a large chemical apparatus. Dr. Garland is now abroad, laying in at large cost an astronomical and physical apparatus.

#### THE LIBRARY,

Which has a capacity for 10,000 volumes, has already been supplied with 6,000 or 7,000 volumes.

#### BOARDING.

No part of the details of the University has been arranged with more good sense than that of boarding the students. The University does not provide dormitories for them, deeming it better for their morals and manners that they should board in private families. Board and lodging can be had at \$4 to \$5 per week. Already many have engaged board at those figures. There are now on the grounds eight professors' homes that are beginning to be occupied.

This portion of Nashville might be properly called Vanderbilt Hill.

#### DR. LINDSLEY'S ADDRESS.

No man in the country is more alive to the interest of education in all its phases than Dr. J. Berrien Lindsley; and none better posted concerning the schools of Tennessee. We would be pleased to give his valuable address recently delivered before the Tennessee State Grange, a wider circulation by publishing it in full in our Journal, if space would permit. The address was upon Normal Schools. He gives many statistics and facts showing the workings of Normal Schools in different parts of the Country; in a comparison of the position of Tennessee upon this question with Massachusetts and other States he places our State among the foremost.

Noticing the progress "wonderful progress" of education in Tennessee, during the ten years just passed the Doctor thus sums up our present healthy condition: "Although these very ten years have been such a period of political oscillation and chaos as could only befall a State under the peculiar workings of American constitutions in revolutionary periods, yet has this much misunderstood and heavily prejudiced cause made steady headway, until now it is so firmly lodged in the popular heart as to receive from all that respectful consideration which is never accorded except to a strong and rising power. During this ten years in which systems of public education have been established and abrogated, more than once, and in which political parties have appeared and disappeared from the stage of power, the organized friends

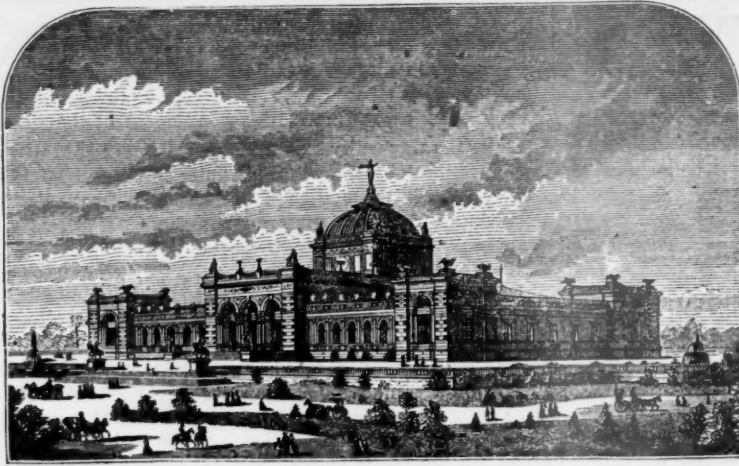
of universal education, banded together upon one simple idea, have triumphantly succeeded in the first great step toward the permanent establishment of that idea; namely, removed it from the arena of partisan strife. While among the friends of public schools, great diversity does and must exist as to administrative details, yet the dogma of education for the masses by and through the instrumentality of the only representative of those masses, the State government, is firmly held from the mountain chain on the east, to the father of waters on the west, by a band so numerous and so strong in their faith as to be perfectly willing at any time to have the question referred to a direct vote of the people for final and ultimate settlement."

After referring to the "higher, superior or university fields" and "the extraordinary developments" made in this direction, he alludes to the pioneer operations in Tennessee:

"In this point of view the educational annals of Tennessee are remarkable. Nowhere else do we find such a record of long, patient, heroic, poorly requited toil in behalf of man's highest welfare. While these noble men worked hard, lived plainly and died poor, they accomplished a work for solid results unsurpassed if indeed ever equalled elsewhere. In cabins and unsightly brick houses the sons of Tennessee were so trained in classic, legal and medical lore as to rank for eloquence skill and talent with those of New York and Massachusetts; while her daughters for elegance, grace, and all the accomplishments that adorn the highest type of woman, were renowned throughout the land. While this untrodden land of intellectual heroes were doing this work for their own State, such fame and note did they acquire as to draw from contiguous and remote States a constant and mighty stream of disciples, inasmuch that for years previous to the late iconoclast war, Tennessee was the seat of legal, medical and female education for a vast and wealthy region. I again repeat, with emphasis, such a work has never been done elsewhere by any body of educators unaided by large public and private benefactions.

And to-day we see and enjoy the fruit of these unparalleled labors in results which, if predicted even ten years since, would have been ridiculed as the dreams of a disordered imagination; results, indeed, as extraordinary as were the labors upon which they are based. Upon what other State has there been, or is there likely to be, such a concentration of external support for university education as is now lavished upon Tennessee? There is nothing like it in the educational annals of any country. So many and varied the sources, so rich and diversified the gifts that a mere sketch becomes tedious and dull from the necessary frequency of dry statistics."

THE New York State Teachers' Association meets at Fredonia, July 27, 28 and 29.



THE CENTENNIAL ART GALLERY AND MEMORIAL HALL.

THE above cut represents one of the most beautiful buildings of all the group erected for the Great Centennial Exposition in Philadelphia next year. The managers design this for a permanent structure as a "Memorial Hall."

Many of the leading educators of the country, since the adoption of the following resolution by the Department of Superintendence of the National Educational Association early this year, are anxious to co-operate with General John Eaton, United States Commissioner of Education, at Washington, and the committee appointed at that meeting, and have something *worth* preserving, as a distinctive feature not only of the Exposition but of our educational status.

The resolution reads as follows:

*Resolved*, That a committee of five be appointed to act for this body, with the authorities of the Centennial, in perfecting a plan for the proper representation of the educational interests of the country at the approaching National exposition at Philadelphia.

After a full discussion and interchange of views, the following named gentlemen were appointed a committee on the Centennial Exposition:

General Eaton of Washington, Mr. Wickersham of Pennsylvania, Mr. Philbrick of Boston, Mr. Abernethy of Iowa, and Mr. Rufner of Virginia.

We hope teachers and educators will correspond freely with the members of this committee, and that a scheme will be perfected for a full representation of our educational interests in all their varied forms. Meanwhile it is proposed to utilize the interest everywhere growing in this event, by enlisting the pupils in all our schools in special efforts to attain "prizes" and "honorable grades."

It must be evident to all, after a moment's reflection, that aside from its patriotic influence, so valuable to the youth of our country, it will greatly benefit the Nation at large by giving an impetus to immigration, increasing capital, stimulating various industries, improving the arts and advancing practical knowledge.

#### A SILVER MEDAL,

As a prize for scholastic proficiency,

and as an incentive to higher attainments and greater excellence among the pupils and students of our schools, academies and other institutions of learning, a beautiful silver medal has been devised commemorative of the one hundredth anniversary of American independence. This medal is made of pure silver, under the auspices of the Government, at the United States mint, having on one side an appropriate sentiment, and on the other room for the name of the person earning it. It is enclosed in a handsome case, and will be more and more valuable as the years go by.

As all pupils cannot attain to the highest grade—ninety-eight per cent.—there is to be a

#### TESTIMONIAL OF HONOR

given for the next highest grade.

This Testimonial of Honor is handsomely executed from original designs of a patriotic character, including a finely engraved view of the Memorial Hall and Art Gallery. It is 11 by 14 inches in size, is beautifully lithographed on fine linen paper, and resembles a small Diploma. The historic and commemorative character of the Medal and Testimonials will give them a dignity and value far above their intrinsic worth even, and as a record of scholastic attainment, as well as for their artistic beauty, they will always be cherished and preserved by their recipients.

A number of gentlemen interested in education have given \$100 each to procure these Silver Medals and the Testimonial of Honor, to be presented to such pupils as may have earned them in the St. Louis Public Schools.

Prof. J. L. Tracy of St. Louis, who has long been identified with educational interests in the West and South, will cheerfully give information in regard to these medals, to school teachers and officers.

The following method for the examination and distribution of these awards has been approved:

"Let it be understood that the pupil receiving the highest grade in any one branch of the examination will receive the Centennial Silver Medal, and all who reach an honorable grade, say eighty per cent., will receive

Testimonials of Honor stating the exact percentage of excellence.

The main point should be to have the examination conducted with perfect fairness, and if possible by means of written questions with written answers."

#### A SPELLING SCHOOL

will illustrate this method. The class having received previous notification, at the appointed time let fifty words selected from the speller used be given out; the pupils will write them on slates or slips of paper. When these are collected and examined, one pupil may have excelled all the rest, and spelled forty-nine of the words correctly, which will give him or her a grade of ninety-eight and the silver medal, while a dozen others may have spelled forty or more words correctly, thus attaining an "honorable grade" and a "Testimonial of Honor." The same principle will hold in all other examinations. If there are ten questions, each will count ten, and eight of the ten correctly answered will secure a "Testimonial."

This Art Hall or Memorial Building, a cut of which we present at the head of this article, is to be built of stone, and it is to remain permanently, containing a miniature of the Great Exhibition, and the archives of the Centennial Commission, among the latter this journal will be preserved there for generations to come.

#### HOLLY SPRINGS NORMAL SCHOOL.

THE Examination and Commencement Exercises of the Holly Springs Normal School took place on the 7th, 8th and 9th days of June. The examinations did great credit to the teachers and scholars. Four students were graduated with distinguished honors, Mr. S. B. Junkins leading. The Commencement Exercises were varied with orations, songs and duets. Professor W. B. Highgate, the Principal, is a graduate of Lincoln University, Pennsylvania, an energetic and accomplished gentleman; Miss Ophelia S. Smith, first assistant, is a graduate of the High School at St. Louis, Missouri, a young lady of exceedingly fine intellect and

of great promise; Prof. W. H. Butts, second assistant, is a graduate of Fredonia Normal School, New York, one of the finest mathematicians we have ever seen for his age, and a young man who will attain distinction in his chosen field; Miss F. L. Lewis, third assistant, is also a graduate of Fredonia Normal School, a faithful acceptable teacher. She greatly endeared herself to her pupils, and they regret exceedingly that she will not return to them.

The Trustees have re-elected all the former teachers with the exception of Miss Lewis, who feels that she will not be able to return in the fall. Miss Tilla Evans, who taught during the years 1872 and 1873 was elected to fill Miss Lewis' place. The fall term will commence on the 6th of September.

#### VACATION.

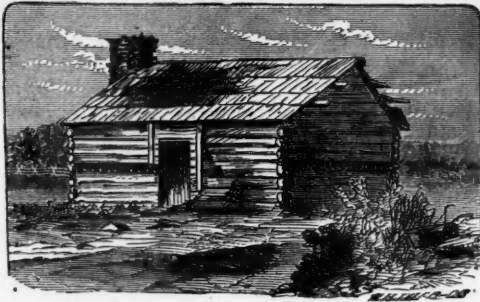
MANY of the teachers who have been laboring earnestly and successfully during the past eight, nine and ten months, rejoice that July brings them rest, and a change. A person does not find relief in doing nothing, but in a change of labor and scenery. The work of the teacher is one of continual and repeated exercise of the same nature. Six hours daily in the school room, with forty, fifty or sixty children, for eight or ten months in the year abates somewhat of our activity and freshness. Hugh Miller said: "The teacher is like the candle, that while he gives light to others he himself is going out." There is, however, such a thing as recreation, and all teachers should take especial pains to replenish themselves with new life and vigor during vacation by a change of scenery at least. A month or two in some quiet country village in the mountains; a few weeks where the invigorating salt air could be inhaled, or salt water baths indulged in, would give our teachers new life. How much better we could do in the fall after having renewed our life. Let every teacher in the State, if at all practicable to do so, seek a change of scenery at least, and our word for it they will feel not only ready for work, but do very much better work and more of it.

Leave the text books and all care behind. Chat freely with men and women of the world, in other occupations, and thus bring the atmosphere and culture of a broader life to kindle anew the enthusiasm of your pupils and their love of study.

It seems not to be sufficiently understood that good taste and good feeling are kindred to, and reciprocally confirm each other.

If you love others, they will love you. If you speak kindly to them, they will speak kindly to you. Love is repaid with love, and hatred with hatred. Would you hear a sweet and pleasing echo, speak sweetly and pleasantly yourself.





THE OLD LOG SCHOOL HOUSE.

This is an "Old Timer," with its greased paper for windows, pasted over the cracks in the logs, and here too, is the



OLD SLAB SEAT.

Or what was called the "Punchoon Seat," pegs or legs sticking up through the slab, and the boys playing "Fox and Geese" between times.

Now the people have come to know that in order to have good schools we must have proper school-houses, properly warmed, properly ventilated and properly furnished.

We propose to present elevations and plans of school houses for the country districts, as well as for the larger towns.

The surroundings of the children form an essential and important element in their education, and we hope the parents and the tax-payers will sustain the school officers and teachers in their efforts not only to build neat and comfortable school buildings, but to furnish them properly and pleasantly, so that the time of the teacher and the pupil can be used to the best advantage.

It does not cost a farthing more to build a neat, plain, substantial, convenient, well-ventilated school house, than to put up a miserable, unsightly pen, and drive the children into it.

Let us make our school houses cheerful and attractive, fill the yard with shade trees, and the house with pictures, maps, globes, charts, and desks, which are conducive to both health and comfort.

Another point should be remembered, and that is that school officers will save money, even in building a small school house, by employing some good architect, who would see that contractors do the work according to the specifications.

At the request of a number of School Officers and teachers we republish the following report on locating and building a school house, made by a committee to the State Teachers' Association some time since:

Your committee deem the location and building of a school house of so much importance that there should never be a mistake in the selection of the one or the construction of the other. We therefore suggest the follow-

ing to school boards, and all others interested:

1. A house of minimum size should never be less than 24 x 32, and better still, 28 x 40; the height should be from 12 to 16 feet. It should contain in addition to the schoolroom proper a clothes room for boys and a separate one for the girls.

2. A house of maximum size should never contain more than twelve rooms, each of the same size as the one mentioned above.

3. Each room should have windows on at least two sides, and always so constructed that they can be let down from the top.

4. The doors to the school room should never open directly to the weather, but always into a hall or lobby.

5. Ventilating flues should be considered as much a necessity as smoke flues, and in case the building is to be heated by furnaces, there must also be hot air flues. All these flues should be of extra size.

6. If the building is to be heated with stoves, there is very little use for a cellar; but if furnaces are to be used the cellar should be made large and light.

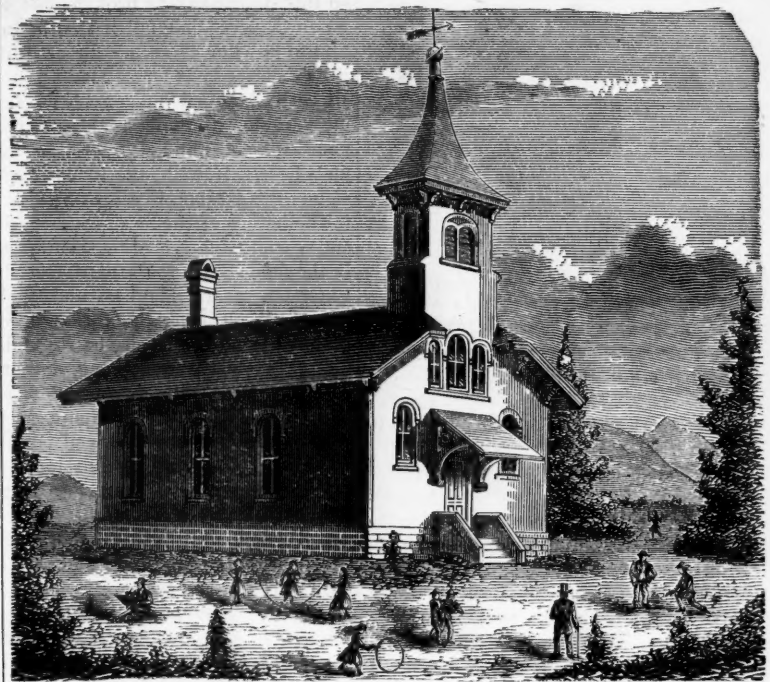
7. Hard-finish blackboards, from three to four feet wide, should be put upon the walls wherever there is room for them. Helbrook's Liquid Slating has been thoroughly tested for years and is the best in use for this purpose.

8. The windows should have inside or outside blinds.

9. Two or more adjacent rooms may be separated by sliding partitions, so that they can be used together as one room when occasion requires.

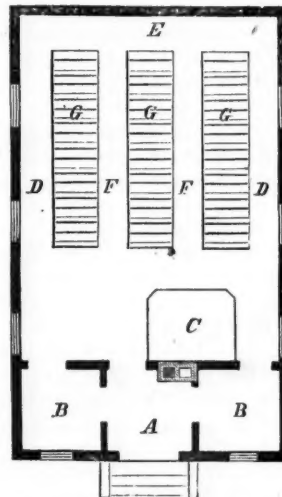
10. A house containing from one to three rooms, should be but one story high; for four, six, or eight rooms, the house should be but two stories in height; for a larger number, a three story building is the simplest and cheapest structure.

11. Every school designed for both sexes, no matter whether it be large or small, should have separate playgrounds, out-buildings, stairways, clothes-rooms, etc., but both sexes may properly come to the same room for study and recitation.



C. B. Clarke, Architect.

St. Louis, Mo.

PLAN FOR A DISTRICT SCHOOL HOUSE.  
Engraved expressly for this journal.

Ground Plan of a School House 24x32 Feet.

A—Entrance and hall, 6x6 feet.

B B—Wardrobes, 6x6 feet.

C—Teachers' platform, 6x10 feet.

D D—Side aisles, 3 feet wide.

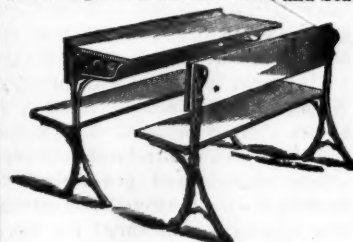
E—Rear aisles, 3 feet wide.

F F—Middle aisles, 2 1-2 feet wide.

G G G—Desks and seats. Double desks, seating two pupils, are made 3 1-2 feet long by 2 1-2 feet wide, and this space should be allowed for each desk, in the estimate for floor space in each school house.

Three rows of desks, each containing 8 desks and back seat, will give 54 sittings.

In regard to seats and desks, the following cuts show the two best:  
The Granger Combination Desk and Seat.



Desk and Seat. Back Seat to Start the Row With

This "Grauger Combination Desk" is the cheapest and most durable.

Size 1, Double, High School, to accommodate pupils from 15 to 20 years of age.

Size 2, Double, Grammar School, to accommodate pupils from 12 to 16 years of age.

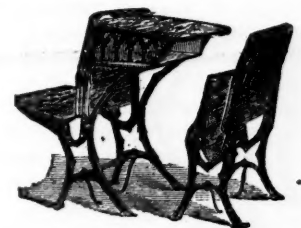
Size 3, Double, First Intermediate School, to accommodate pupils from 10 to 13 years of age.

Size 4, Double, Second Intermediate School, to accommodate pupils from 8 to 11 years of age.

Size 5, Double, Primary, to accommodate pupils from 5 to 9 years.

Back or starting seats to correspond with any size desk.

The next best desk is the



"PATENT GOTHIC" DESK,

With the curved folding slat seat, which by its construction secures perfect ease and comfort to the pupil, at the same time it encourages that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school houses.

More than 500,000 of these desks have been sold and no complaint has ever yet been made, but every one using them commends them.

Five sizes of these Patent Gothic Desks are also made, to accommodate pupils of all ages.

We give the numbers and sizes so that school officers may know which to order:

No. 1, High School, for pupils from 15 to 20 yrs.	
No. 2, Grammar, " " " 12 to 16 yrs.	
No. 3, 1st Intermediate, " " " 10 to 13 yrs.	
No. 4, 2d " " " 8 to 11 yrs.	
Primary, " " " 5 to 9 yrs.	

Aside from the desks, a good teachers' desk, chair and recitation seat are necessary to the complete furnishing of a school room. A good set of common school apparatus embraces: set Camp's Outline Maps and Key, set Cutter's Physiological Charts, Teacher's Guide to Illustration, set of Reading Charts, Terrestrial 8 inch Globe, Hemisphere 5 inch Globe, Object Teaching Forms, Numeral Frame, Cube Root Blocks, Horse Shoe Magnet.

The time to order school desks is when you lay the foundation of your school house, then they will be on hand, ready when you wish to commence school.



J. B. MERWIN ..... EDITOR.

ST. LOUIS, JULY, 1875.

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Advertisements go into ALL the editions.

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## THE HEROES OF THE NEW '76.

**1776** AND 1876—a century apart—are the two colossal mile-stones of our nation's march, like huge monoliths, rising in stupendous grandeur, and towering above the undulations of the era that stretches between them.

1776 is, and always will be, the memorable year of the Declaration of Independence.

1876 might, and certainly should be, the equally grand year of Jubilee, the Centennial, not only of many great interests, but also eminently the Centennial of public instruction, as wholly and forever independent;—independent of sex, independent of sect, independent of section, independent of changing parties, independent of lordlings and meddlers in every guise and in every cunning disguise. What shall be the grand features?

Public instruction,—so universal that the poorest and loneliest shall not be left hungering and thirsting for the truth wherever the State can reach the needy; public instruction so truly catholic in aims and means that no self-styled and over-zealous Catholic can publicly shame his manliness and candor by attacking it; public instruction so well-ordered, discreet, and excellent, that no bigot can deny its goodness morally, yet no lax liberal can deny the just force of its restraints, as matter of public morals; public instruction so symmetrical from lowest to highest grades as to resemble the great military roads of the Romans, traversing and consolidating the vast empire; and, above all, as part of the Centennial, public instruction, so long tried, so well prized, so deeply loved by the true patriots and genuine philanthropists alike, all over our land, from sea to sea,—so guarded and impregnable strong as to recall and suggest to generous friend and bitter foe alike, the resistless might of that cause of which it was said, "Whosoever shall fall

on this stone, shall be broken, but on whomsoever it shall fall, it shall grind him to powder."\* Such an attitude it holds already in many States; such an attitude of beneficence, and immeasurable usefulness, and corresponding regard and love in the people's hearts, it will take in time, and at no distant time, in all the States.

The heroes of the new '76 are still active combatants, leading their forces in the field—Henry Barnard, Geo. B. Emerson, Sears, Manney, and their peers! What campaigns they have planned and won on hard-fought fields. They are conquering, and are yet to conquer. Pioneers of Western and Southern schools, academies, colleges, toilsome,—half-starved, hard-working men, laying foundations for future generations,—many are yet living to enjoy the plaudit, "Well done! good and faithful servant!" from grateful communities and States. George Peabody, Judge Burnet, the Methodist Bishops, Dr. Bullard, and such men were the advance guard of education—jointly with civil liberties. The prairies are now radiant with the blossoms of numberless flowers, sweeter and brighter than their native growth. The hills and distant mountains re-echo nobler sounds than those of beauteous but savage nature.

"The Heroes of '76" had their souls tried as by a furnace. Washington and his supporters were abused, insulted, betrayed, opposed, belied, thwarted, scorned, outlawed, waylaid, calumniated, despoiled, to the utmost extent by the loyalists, the cowards, the selfish, the time-servers, the fence-men, the cool conservatives, the hot-headed radicals. They conquered all obstacles and are now revered like patron saints, but for much better cause. "No cross, no crown!" Veterans, heroes, athletes—these can be formed only by encountering and overcoming the dire hardships of the arena, the danger, the campaign.

1876 may be the first year of a silent death-grapple between the friends and the desperate foes of the people's schools. Heroes wanted, by the myriad! "Never give up the ship."

\*Some critical readers, and some German critics particularly, may like the other forms of statement. The Latin Vulgate uses the words "conteret eum." Griesbach, de Wette, Alili, Knapp, all use "zerschmettert werden." Bengel and van Ess, "sich zerstoßen." The English form is here the most picturesque.

—A country is nothing without men, men are nothing without mind, and mind is little without culture. It follows that cultured mind is the most important product of a nation. The products of the farm, the shop, the mill, the mine, are of incomparably less value than the products of the school. If the schools of a people are well taught all else will prosper. Wherever schools are neglected it is a sure sign of national degradation and decay. The central point of every wisely administered government is its system of education. The education of youth well cared for by a nation, out of it will grow science,

art, wealth, strength, and all else that is esteemed great in the judgment of men.—[Wichersham.]

## THE ART OF FLANKING.

IN the military profession there are needed varied talents to overcome varied opposing circumstances. One general conquers by superior force, hurling down masses of men upon the enemy, or if he have but few men concentrating them and attacking his opponent in divisions; another conquers by prudent delay, skillful retreat and by setting fire to his own lost city; a third gains his point by a series of flanking movements, keeps the enemy constantly employed and finally forces him to surrender.

As the work of the teaching profession includes in itself all the most difficult problems of all the other professions, so it is forced to use the tactics of all the others, and to employ all the contrivances of war.

Especially is the flanking genius of value to the teacher. In discipline the turning of the overplus of activity into a new channel is generally the surest way of conquering difficulties. The students of a certain Institution were unruly and caused much trouble. Continual complaints came to the ears of the faculty. It was in discussion what long code of laws printed and displayed over the building would be surest to accomplish the desired result, when one of the professors suggested that instead of making the laws in question they should give up and furnish one of the pleasantest rooms in the institution as a reading room for the students. The thing was done, and as if by magic the turbulence was gone. When more water is needed in the rivers it is not sent directly there. It is dropped down upon and over the far-off mountain peaks in the shape of snow, and it finds its way to the place where it is needed, till the ice bridges are carried away and the rejoicing flood pours over the flowering banks. The wise manager learns the lesson and follows the example. This is one illustration of what we mean by flanking.

But it is not alone in discipline that the ingenuity of the flanker is needed and useful. If a class comes to recitation with an imperfectly prepared lesson a repetition is necessary. But there are ten chances to one that if the lesson be re-assigned fully one-half the class will not spend much energy on it because they will think themselves to have mastered it more thoroughly than they have done. If the teacher, baffled by this real difficulty goes on, the trouble becomes worse and worse till finally both class and teacher are hopelessly be-mired and forced either to give up the work altogether, or to stop short and review. In face of this problem the genius of the flanking teacher becomes manifest. If the class have tried to do well she utters no complaint, and she would feel herself defeated and worthless if she dismissed her class with the remark, "Take the same

lesson again." What does she do? She invents a written exercise perhaps, in which, in tabular form the main parts are to be arranged. The care with which the written work must be set down impresses the pupil with an idea of difficulty and novelty, and he addresses himself to his new task with new energy. He brings his paper the next day and the teacher carefully receives it. She may or she may not examine it. Whether she do or not the object has been attained. The attention of the pupil has been artfully directed to the important points. In writing and arranging he has had impressed upon his memory the very things which in a second study he would probably have passed over. The difficulty has been overcome, the enemy vanquished. Or if the victory be not got, another differently arranged exercise on the same ground will in nine cases out of ten conquer. It needs much ingenuity say you? Truly it does, but a teacher without ingenuity is like a screw driver without a blade and had much better be put at once to some other use.

## CLASS RECITATIONS.

DR. WM. T. HARRIS, Superintendent of the St. Louis Public Schools, states the advantages of class recitation over individual recitations as follows:

When the country school grows to be a village school, and the number of pupils increases to sixty or eighty or one hundred, two rooms are opened and two teachers are employed. Division of labor may begin here. Primary and Grammar department is instituted, and the range of acquirement in each room may be four years by the course of study. Fewer classes and larger ones allow the teacher twice the length of time for each recitation, and he can begin to lay some stress on instruction.

The advantages of class recitation over individual instruction, begin to appear at this point. Individual instruction is good whenever the teacher can devote to it as much time as to an ordinary recitation. But it is inferior to class recitation even then. The class should consist of not less than ten nor more than thirty. The length of recitation should vary from fifteen or twenty minutes in the primary grades to thirty or forty minutes in the grammar department. During recitation there should be the most vivid and constant attention on the part of all the pupils. It is obvious that this can be obtained in the primary grades only for a short time. With increasing discipline and the strength that comes of year's practice, the recitation hour can be lengthened. That a properly conducted class recitation is of far greater value than individual instruction, is obvious from the consideration that the contents of the lesson are stated over and over by different pupils of the class, criticised and discussed, illustrated from the experience of different pupils, and the



pupil has the advantage of seeing how his fellows encounter and surmount such difficulties as he himself meets. What we see in the experience of others, our equals, becomes at once our experience by adoption, and it saves us from the pain and consumption of time necessary to acquire its wisdom through personal adventure. Hence Education is essentially to be carried on in the form of community. The school is and must be a community; no private tutoring can educate as the school can. But it is evident that the school best subserves this purpose, when it classifies so that each one meets his equals in the recitation. Great inferiority or great superiority in his fellows mars the force of the lesson which he learns from seeing their work.

### PREJUDICE.

NO man on earth is so much to be pitied as the man of prejudices. He builds a wall of mud around himself by which he shuts out the sunlight, and shuts himself in, away from all genial influences. No man is so miserable as he. His mind grows narrower every day instead of expanding as it should, like the flower that opens its rosy petals to the sun and dews of heaven. Such a man is like the dog in the manger; he neither grows fat himself, nor can believe that any body else is flourishing.

The man of prejudice is generally ignorant. He is unable to see but one side of people or things, and that is the dark side. He is a man that reads little or nothing, so that his mind is not informed or enlarged, but is compressed into the infinitesimal compass of self and the narrow surroundings. He measures all things from his darkened sphere, and cannot get light enough to see that others are outstripping him on every hand, and that he will soon be left alone to grope in the increasing darkness.

The man of prejudice has never traveled: has not seen much of the world, if he had his prejudice would have been knocked away or worn off by attrition. As it is, they have grown and increased like the barnacles on the sides of a ship, which hinder her progress more and more. Such a man can see nothing, believe nothing good of those against whom his prejudices have arisen. He looks for, and hopes for their downfall or failure.

The man of prejudice is really a criminal. He has passed judgment beforehand, and stands ready to cast dirt on his neighbor's fair name. He is not to be trusted. He is not fit to be on a jury where correct judgment is called for; in his hands law and justice must suffer. Give him no place of trust, pass him by on the other side. He is not safe as a member of society, whose very foundations he would destroy. His opinion is not worth a straw, and the people soon find him out. His influence is at zero, because of his freedom in expressing his distorted or false opinion of others. He

has habituated himself to believe lies, and his daily life is but a reflection of his inward bitterness and moral obliquity. Of course he can speak no good of others, therefore his tongue is acquainted with slander.

God pity the man of prejudice, for it is hard for men to have any sympathy for him. He needs a complete reconstruction; the mass of prejudice needs a power like that which cast out the evil spirits before it will yield its ground. We know of no panacea or specific for the cure of this malady, except more intelligence and broader views of men and things combined with the practice of the golden rule.

### STATE NORMAL SCHOOLS.

NO more important work, and therefore none which reflects more credit upon their good sense and loyalty to their constituency, was accomplished by the thirty-ninth General Assembly of Tennessee for 1875, than the passage of the act providing for Normal Schools.

That act authorized the Governor of the State to appoint a State Board of Education to consist of six members, and the Governor himself an *ex officio* member. It made no provision from the funds of the State, but provided that the Board of Education might receive contributions from the Peabody Educational Fund and donations of funds or property from any other sources.

The gentlemen appointed by the Governor are just the men having our educational interests at heart, and their appointment was a surety of success of the work committed to them. Their first work was to advertise for proposals of buildings and funds for the establishment of the first school. Several propositions were submitted. That of the Nashville University, offering its grounds and buildings and income of its funds, amounting to \$6,000, was found to be most favorable, and was accepted.

The Peabody Board of Trustees, with their usual generosity, provided an equal amount, making \$12,000 to commence with, which together with the buildings and grounds before mentioned, the advantages of location (at Nashville) and the qualifications of those who will be at the head of the various departments of the school, places it on a footing in keeping with the requirements of the act that "The said normal school or schools shall be made in every respect first-class institutions for the professional education of teachers."

HAVE you a good thought? Let it not perish, give it, if you can, printed wings, and let it fly into ten thousand human dwellings. Perhaps it will not be heeded, and you may suppose that it has vanished from the notice of man forever; but a hundred years hence it may be among the rubbish of some deserted, dilapidated attic, and may arrest the attention of some outcast child of sorrow and sin, lighten his mind with hope and send him along his life-pathway happy and

reformed. And in the ages to come, as you are rejoicing in your bliss and glory in the heavenly world, some radiant spirit may greet you with an angel smile and say, "I was fast rushing into the darkness of eternal night, but my sad eyes, in the providence of God, fell upon your neglected thought, and I am here in possession of beatific immortality."

### THE INTER-STATE EDUCATIONAL CONVENTION.

THE work of the different departments of our educational interest should be united. All should seek to come into harmonious relations. The best interests of each individual and the prosperity of the whole demands that we come into deeper sympathy with each other; for as we do, the more earnestly will we try to help each other and thus the more firmly knit and complete our union.

The State Teachers' Associations of Tennessee and Georgia appreciated the importance of this stimulus of unity, and a better understanding of one another, and have zealously labored for some time past to bring together our educators in Convention. It was arranged to hold this Convention at Chattanooga on the 29th of June. Invitations were extended to the prominent educators from all sections of our country. We are glad to know that such men as Hon. John B. Gordon, of Atlanta; Col. L. Q. C. Lamar of Mississippi; Hon. W. T. Harris, of St. Louis; Mr. Davis of "Home and School," Louisville; Hon. Andrew Johnson, Dr. J. Berrien Lindsay, Col. Leon Trousdale and others are to be there. This coming together of the best men engaged in the educational work, and the interchange of views and plans consequent, will greatly stimulate the work and help along that better understanding which workers in every cause need.

On this point we quote from an exchange: "We get another useful service from association with others, and from working with them who are of a very different genius from ourselves; we get balance and modification of our views. We are all liable, and persons of strong and ardent natures are especially liable, to go to extremes. We are in danger of giving ourselves up to one idea, and to make that the standard by which we measure every one. This is a great hindrance to a broad, harmonious, and generous culture. We need to have our own idiosyncracies and peculiar temperament balanced and modified by contact and communion with those of a different temperament. The timid must associate with the bold, the weak with the strong, the sluggish with the ardent, and each one will be benefited by the union."

This is the prime object of a Journal of the character of ours. And we shall endeavor to make, and we invite teachers, educators and friends to help us make it the medium of communication between those engaged in this work. Let us come freely to-

gether and talk freely with each other; keeping not to ourselves that which might benefit and encourage co-laborers, and thus our present work will flourish and our future will be bright.

A SETTLED FACT.—We like to have the facts with regard to sectarian schools re-stated occasionally, and so we cheerfully give place to the following which we clip from a late issue of the Knoxville "Whig and Chronicle." The editor says: "The people of this country believe that intelligent, patriotic citizens are the best guarantee for a permanent, free government, and they propose that their schools shall be free to all, of every sect, teaching that the first and highest allegiance is to the government that gives him citizenship, good courts, good laws and enlarged personal freedom, and they will never consent to a division of the school fund. We do not care where the demand for separate schools comes from, it cannot and will not be granted."

### NORMAL TRAINING INSTITUTES.

WE rejoice to see the growing interest manifested on the part of our teachers, in these short term normal schools.

We have before us more than a hundred circulars from all parts of the country, setting forth not only the necessity but the advantages of these normal training schools.

We clip the following as specimens, as we cannot find room for a tithe of those sent us:

Prof. S. D. McPherson, School Commissioner of Jasper county, and Prof. J. C. Mason, Superintendent of Carthage City Schools, say: "Educators are recognizing the necessity of elevating the standard of teaching. The demand for higher qualifications and better methods, apparent everywhere, is more especially felt in rural neighborhoods. The money of the great patron of our schools, living outside the great centers of population ought to secure and can secure just as good educational work as is done in the cities. As a matter of fact, not one in thirty of our teachers have had an opportunity to receive normal instruction in any regularly established normal institution."

Says the intelligent farmer of today; "My child is as deserving of sound culture as the child of the lawyer, physician, minister, editor or merchant, and henceforth I shall use my influence to secure such culture."

These normal training schools will insure not only "better methods" of instruction but more culture and efficiency among all our teachers.

A BILL recently passed the New York Legislature authorizing the Controller of New York city to issue bonds to the amount of \$200,000, for the purpose of establishing and equipping the Museum and Natural History Building in Central Park, so that every person owning property in New York city, whether resident in this or other countries, is taxed for the instruction of visitors to the park.

## HOW TO TEACH ARITHMETIC.

BY S. A. FELTER.

*Primary Grade—Step IX.—Notation.*

**OBJECT:** To teach the art of expressing numbers in the Arabic and Roman notation.

**PLAN:** To give such graded exercises as will inductively give the pupils the requisite skill without the use of definitions, rules or generalizations.

**NOTE:**—By a lesson is understood the idea, relation or fact to which the attention of the class should be called at one time, and in regard to which, if necessary, instruction should be given. Under each lesson may be given an indefinite number of exercises involving no new principle, but varied as much as possible in matter and in method of preparation.

**LESSON 1.** To teach the notation of numbers from one to nine inclusive.

**Instruction.**—When I write on the blackboard the words, one house, of what do you think? "A place to live in?" Of what do you think when I write the words, eight houses? "Eight such places." What do you think of when I write the figure 1 in the place of the word one? "One house." When I write the figure 8 in the place of the word eight? When I write the letter I in the place of the word or figure one? When I write the letters VIII in the place of the word or figure eight?

In how many ways have I written the number one? Give the first way. The second. The third.

**PREPARATION.**—Exercise 1. Copy from blackboard or text book, and arrange in columns the numbers from one to nine inclusive, to be read as a class exercise.

Exercise 2. Copy the numbers in the Arabic notation from one to nine, inclusive, from the blackboard or text book, and arrange in columns of five equations each, thus:

(1.)	(2.)
VIII = 8	IV = 3
IX = 9	II = 2
V = 5	VII = 7

Arrange exercises similar to each of the following:

(2.)*	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)
16	20	74	21	32	53	24	65	76
11	30	44	61	42	63	74	75	86
16	80	22	81	72	83	94	85	96
18	50	88	92	23	23	24	95	56
14	60	22	21	22	53	84	35	46
(11.)	(12.)	(13.)	(14.)	(15.)†	(16.)	(17.)	(18.)	(19.)
27	88	59	43	100	444	186	257	310
57	58	20	28	300	333	147	265	347
67	78	69	17	700	888	196	254	353
etc.	etc.	etc.	etc.	etc.	etc.	etc.	etc.	etc.
(20.)	(21.)	(22.)	(23.)	(24.)	(25.)	(26.)	(27.)	(28.)
402	500	640	750	834	941	673	1,000	33,000
414	505	655	763	867	956	403	6,000	55,000
400	513	698	783	843	903	913	8,000	77,000
etc.	etc.	etc.	etc.	etc.	etc.	etc.	etc.	etc.
(29.)	(30.)	(31.)	(32.)	(33.)	(34.)			
143,000	4,444	4,873	22,647	888,713	603,409			
247,000	6,666	4,917	88,413	999,634	915,503			
672,000	9,990	4,806	33,721	222,601	712,606			
etc.	etc.	etc.	etc.	etc.	etc.			
[35.]	[36.]	[37.]	[38.]	[39.]	[40.]			
1,000,000	4,666,333	4,906,007	20,069,020	42,450,320	23,507,500			
3,000,000	9,777,888	9,008,009	81,095,072	07,890,340	20,070,053			
7,000,000	5,222,444	6,008,001	34,074,024	83,770,250	95,300,003			
etc.	etc.	etc.	etc.	etc.	etc.			

**RECITATION.**—1. Require the members of the class each to read a column from the slate.

2. Require the pupils to read exercises from the blackboard arranged in a similar manner.

3. The teacher should dictate similar exercises to the class to be written simultaneously during the class exercise.

4. The teacher should dictate oral questions on the same lesson.

5. The slates should each be examined by the teacher with reference to neatness of execution, and he should commend or censure as each may deserve.

**NOTE.**—All the above points need not necessarily be considered at each recitation.

**REMARKS.**—It is not desirable that the class should perfect itself in these forty lessons before commencing addition. The progress should be guided entirely by the needs of the pupils. The mind should be made a workshop of active, useful production, rather than a storehouse for the accumulation of materials, however valuable.

The method by figures is called the Arabic method because it is supposed by some that the Arabs invented it. The method by letters is called the Roman method because it was first used by the Romans.

\*Each exercise in each of the following lessons should contain at least ten columns similar to the given lesson.

†The Roman notation should not be continued longer than the fifteenth lesson, until a final review.

## VENTILATION.

IT was said in a previous article that our School Houses were in sad need of pure air; and now we reaffirm the statement, and add that this subject itself, using the term in a secondary sense, needs ventilation. In the former article the air of close school rooms was mentioned, and pure, God-given air was extolled. To praise or eulogise fresh air would seem as superfluous as to praise pure water. Yet, though there is such an abundance of the latter, mankind need often to be told that it is a better drink than the poisonous, drugged liquors that have to be paid for at the saloons!

And so let us continue to harp on the needed reform of ventilation till there shall not be found an architect of dwelling, school-house, church, or public hall, who will not be ashamed that he, has not a plan, and a good one, for letting out foul air, and admitting fresh.

The writer is himself almost ashamed for his fellows, that it should be so absolutely necessary to dwell on this subject; but he is satisfied that he can do no better service than to once and again urge its importance on all teachers, all builders, and all school officers, as well as on all mankind and womankind in general.

Water is a blessing for its cleansing properties and for quenching thirst, for cooking, and who can say how many other purposes? Yet, to utilize even this element so common, so free, so bountifully supplied, we have to take some pains and trouble. Reservoirs must be erected; pipes laid, faucets arranged, pots, kettles and cups to hold and convey it must be supplied. But air, which is even more essential,—so important indeed, that we can live but a moment without it, requires also, just so long as people live in ceiled houses, some mode and means of supply or conveyance. And this is a fact that is so universally overlooked.

Ventilation is nearly equivalent to circulation, but not precisely. For there might be a circulation of impure or poisonous air. The object of course is to get pure, fresh air, as it exists in the outward atmosphere. This is the natural reservoir that the all-wise Creator has placed at hand for our constant and inexhaustible supply. The circulation required is to get a stream of supply from this reservoir without, while at the same time the foul air of an apartment or building is removed. But as it is axiomatic that nature abhors a vacuum, so it will be seen that neither foul air can be dispersed without the admission, forced or otherwise, of fresh air; nor can fresh air enter without the displacement of the foul. This simple fact is the most important of all to be remembered in connection with any system of ventilation. Most people practically overlook this principle. It follows that no ventilation is secured.

Owing to the neglect of the true principle of supply and displacement or exhaustion, we see such partial

attempts at ventilation as the following: The air of a room is found to be bad, and the teacher opens a single window; and as most windows, (certainly, the old-fashioned,) do not let down at the top, the lower sash is raised. The cool air rushes in for a distance of four or five feet so that any pupil in the immediate vicinity gets the fresh draught with the liability of a cold to follow, while the greater portion of the air in the room remains stagnant and unchanged. We do not say that opening the window is of no benefit, especially if the top sash is lowered and so screened that a direct current will not blow upon the back of any pupil's neck; but though better than nothing, such a resort does not change the air of a room. Nor will the requisite change be secured, till the windows, or a window and a door on opposite sides of the room are opened. Then, provided these open to the outer air, there will surely be a current. This seems a plain simple matter, but we insist that it is forgotten or neglected very generally. Opening one window never ventilates a close room, not even if the whole of the window be removed, nor if the whole side of the house be taken away! A current *through* and *through* is demanded.

We have not yet come to the true plans of ventilation, which require proper construction of the building at the start. But we are aiming first at the principle, and suggesting some simple means whereby any one may easily approximate to a good circulation at no expense.

Here is one simple mode which will prevent the air striking suddenly on any person sitting in the room: Raise the lower sash of windows on opposite sides of the room about one inch; place on the sill of each a strip of board about an inch thick and as long as the width of the window; on this the lower sash rests. Thus the air is shut out below but will find its way upward between the lights in the space thus made between the upper and lower sash. Thus a constant circulation is secured without injury. Let every teacher try it. Secure a moderate but steady circulation of air in the school room, and you will keep awake yourself, your labor will seem less arduous, while the effect of the oxygen on the pupils will give freshness to thought. In winter it may take a little more fuel, but what of that? To heed the small extra expense or trouble is to be "penny-wise and found foolish" indeed!

E. N. A., Illinois.

THE truly great man is never vain or proud of authority, nor harsh nor haughty in the exercise of it.

It is great wisdom to know when to speak and when to keep silence.

CHRISTIANITY is the most important, the most sublime, and the most wonderful of all studies.

It is very precious when in the company of a great and good man, to feel more deeply impressed by his goodness than his greatness.



## THOROUGHNESS.

**THOROUGHNESS** means the act of going through or *thoroughness*. It is just the opposite of superficiality or mere surface work, which may be regarded as the bane of our American institutions and modes.

A friend informs me to-day of a neighbor who dug for a well. He found water at eight feet, and considered himself fortunate. The pump was erected, and all the fixtures attached. He had been a "lucky" man, said the neighbors. After drawing water a few times, the water gave out. What was the matter? It was found that a mere vein of water had been tapped. Beneath lay the clay bed with its impervious and compact mass. This had not been touched. Other men, near neighbors, had to dig sixty feet to get their wells. They, of course, were not so "lucky"! But they found an unfailing supply of good water.

Now the "lucky" man was your superficial man. He did not dig deep enough. At first he made a fine display. There were the water and the pump; what more was needed? Time answered the question.

But so it is in life; most men seem to be only surface diggers like the moles. They do not take the trouble to go down through the tough clay to the hard pan or gravel. They have not reached the sure foundation of first principles. The well of knowledge soon runs dry, and they repeat themselves, grow shallow, and like dry wells, nobody expects them to fill up again, especially in time of drouth. So they are marked down in the scale of public estimation sooner or later, about where they belong.

How is it with our teachers and teaching? Our good old-fashioned disciplinarian, "Uncle" S. H. Taylor of Philips academy fame, used to understand that it was not the *quantum* but the *quomodo* that would best determine our fitness for college or for life! Was he not right? It is not the amount of study, the number of books the pupil goes over, but the books which he goes *through* that will indicate his true standing. A few studies well mastered, well incorporated into the mind as a part of one's self—what a power are they! They can be employed as the well handled sword with keen edge, bound to the side, and always ready for the hand-to-hand fight. "Beware of the man of one book," as the suggestive proverb goes.

Therefore let the teacher not aim at crowding facts or items into the mind of the pupil. But let him teach thoroughness as far as he goes, then the pupil will go on from one difficulty to another, since he has learned how to conquer in a few things.

Let it be well understood that there is no royal road to true learning that goes around first principles. The foundation must be laid, the fundamental rules understood. The first rounds of the ladder must be used in the climbing! Be thorough!

E. N. A.

## FAITHFULNESS.

**WE** have written the above word partly to see how it looks. what follows may "turn out a song or turn out a sermon," as with Burns. No matter. If we have merely suggested a theme for a school-girl's composition, it is well.

An old book says: "It is required in stewards, that a man be found faithful." Putting it in the interrogative form we might ask, *Is it required in teachers that a man be found faithful?* Passing by the significance of the term and its various application, so as not to rob any one of his proposed thunder as an essayist, we make bold to assert that "faithfulness" among teachers is more needed than "required," or demanded. A teacher would hardly pass muster at the examination of candidates, who could not spell "faithful;" but were the requisite demand of the Board, that he be faithful, likely some would come short.

But does faithfulness pay? It would seem not, if dollars and cents, or present smooth-sailing were alone to be consulted. But here again we encroach on the field of the essayist who is to descant on the "teacher's rewards." But a fact comes to mind,—an actual case in hand. A teacher of a high-school is about to be decapitated because he is faithful? He has labored early and late, has burned the midnight oil, that he might throw light before the vision of dull pupils during the day. He has been strict as a disciplinarian, requiring obedience to just rules. He has not been unmindful of the nature of his pupil. He has been upright, and a man of truth, requiring truth on the part of the pupils. He has thrown himself into his work without shirking. And yet the incoming board will vote him out, and vote in a man without even a claim to good moral character! What is the matter? On inquiry, it appeared that the faithful man was not popular in school, and probably not with a certain class outside. It was also learned that a former teacher who *was* popular in that school, permitted the pupils to have their own way. He tacitly encouraged false self-reports, teaching virtually, that it is better to lie than tell the truth. He sought his society among "fellows of the baser sort" when out of school. In a word, he was not "faithful." Here it was "popularity" versus "faithfulness."

Now what shall be done? Who is at fault? Will that board do right to make the change, and drop a faithful and tried man and install one whom good people know to be unfaithful?

Grant that the present incumbent is wanting in that certain undefinable tact so valuable in teacher or parent. Is it the best policy to make the proposed change? Will this not bring honesty and faithfulness to a discount? Is it wise in the premises, to yield to the capricious wishes of pupils, who are ignorant of what they really need in a teacher? Is tact in

itself, worth more than faithfulness? The board that yields to a demand of this nature in this "drift period," when all about us the old landmarks of fidelity are being obliterated, is doing an injury to the community that cannot be estimated.

So then we say to the teacher, while integrity is at a discount in places of trust, and while faithfulness is the exception in many public offices, and though it costs a continued struggle as against the popular demand to let down; yet, "be faithful." Though parents and school boards, owing to their standing aloof and consequent lack of acquaintance with your character, and with your plans and modes in the school-room, and though the pupils may count you their enemy for the time, yet shall here and there one "rise up and call you blessed," while you may even now hear, at least, the Great Teacher saying, "Be thou faithful, and I will give thee a crown of life!"

## WHO IS TO BLAME?

Editors American Journal of Education:

**I**N your issue of April, an editorial under the caption "Is it right?" briefly discusses the fact that teachers of public free schools are not promptly paid, and asks the question, Who is to blame? The answer can readily be given. It is our law makers who are to blame. Under the laws prior to March 15, 1875, the system as arranged by law, involved the levying of a special tax to pay deficiencies in teachers' salaries, when such deficiency could be ascertained. This, in practice, involved a certainty that teachers would have to wait from six to twelve months for such deficiencies because school directors could not ascertain deficiencies till, say May or June in each year, and collections under their levy would rarely be made till after October, so that a teacher beginning a session in September would have almost a certainty of waiting even fifteen or eighteen months for his salary. The system ought to have been one in which taxes are collected either in advance or during the year for which payments have to be made. This could have been secured by requiring trustees, say in July, or early in August to make full estimates of amounts needed in ensuing scholastic year for tuition, and requiring the directors on such estimates to levy deficiency tax, which could then be collected by the first of January ensuing, so as to have funds ready to pay teachers at the earliest possible termination of a four months' session.

Bad as were the financial arrangements of law prior to March 15, 1875, our legislature made a worse muddle of them in amendments of that date. The workings of the school law, as amended by Sec. 32 (which see) will be practically as follows:

Under Sec. 22, trustees may give A sixty dollars per month, of which perhaps the State *pro rata* will pay *one-fourth*; leaving a balance of forty-five dollars to be met out of deficiency

fund. Under section 32 directors are allowed to levy a tax of *one-fourth of one per cent* to make this fund, and such a tax in the majority of districts would not meet *one-half* the deficiency of a sixty dollars per month salary. And not satisfied with thus ruthlessly defrauding the teacher of his hard-earned wages, another clause in same section further reduces his chances for livelihood in providing that not more than ten cents per day shall be charged for actual attendance—thus making the teacher suffer for the remissness of parents. In short, under the present system, as it will work *this* year, the teacher A is promised \$60 per month, which is so arranged in payments as not to be worth exceeding \$38. The legislature committed a grave error in not providing that these amendments should not come into force until the beginning of the next scholastic year. If we ever have a good, practical, common sense public free school system, it will be devised by men who are not merely politicians; men who are not liable to be driven by popular clamor, but who have statesmanship enough to lead public opinion; patriots who would be willing even to sacrifice their personal present to secure that intelligence to our children which will be the surest safeguard of our republican institutions. E.

DALLAS, TEXAS.

## Cheering Words.

QUINCY, ILL., June 7, 1875.

The "American Journal of Education" reaches me occasionally. I deem it one of the most interesting and valuable of our school journals, and would be pleased to see it in the hands of our teachers and educators

JOHN H. BLACK,

Supt. Adams Co., Ill.

Mt. STERLING, ILL., June 5, 1875.

I am satisfied that the "American Journal of Education" is just what the teachers of this county need.

JAMES P. AMONETH,

Supt. Brown Co., Ill.

LIBERTY, MO., June 12, 1875.

I should like very much to extend the circulation of your Journal in this county as I think it a very practical Journal. GEO. HUGHES,

School Com., Clay Co., Mo.

THE people and the press are uniting in a general and vigorous raid against extravagant dressing at school exhibitions. Poor parents who have children at school will bless teachers and school officers who will discourage this expensive folly.

MEN and women who believe in schools and churches—who believe in progress, who believe in building individual and national character on intelligence, integrity and virtue, subscribe for, read, and pay for, and circulate THE AMERICAN JOURNAL OF EDUCATION.

Education should not only decide what is to be made of a child, but rather inquire what is a child qualified for?

## NATIONAL EDUCATIONAL ASSOCIATION.

THE fifteenth annual session of the National Educational Association will be held in Minneapolis, Minnesota, on Tuesday, Wednesday and Thursday, the 3d, 4th and 5th days of August, 1875. The meetings of the Association will be held in the Academy of Music, situated in the immediate vicinity of the hotels and residences. The sections will meet in adjoining rooms.

The meetings of the General Association will be held on the mornings and evenings of each day. The several sections will hold their meetings in the afternoons.

GENERAL SESSION.—Lectures, papers and discussions are expected from the following persons:

D. C. Gilman, President John Hopkins University, Baltimore, Md.; J. B. Angell, President University of Michigan; John Eaton, Jr., National Commissioner of Education, Washington, D. C.; Duane Doty, Superintendent Public Schools, Detroit, Michigan; A. P. Marble, Superintendent Public Schools, Worcester Mass.; Leon Trousdale, State Superintendent Public Instruction, Nashville, Tenn.; W. F. Phelps, President State Normal School, Winona, Minn.; Dr. J. W. Hoyt, Madison, Wis.; Miss Grace C. Bibb, City Normal School, at St. Louis, Mo.; Wm. W. Folwell, President State University, Minneapolis, Minn.; Lewis Felmeri, Professor of Pedagogics at the University of Klausenberg, Austria. H. A. M. Henderson, Superintendent Public Instruction, Frankfort, Kentucky; J. B. Merwin, Editor AMERICAN JOURNAL OF EDUCATION, St. Louis, Missouri; Henry Kiddle, Superintendent Public Schools New York City. The subjects of Agriculture and Polytechnic Instruction, Country Schools, Health in the School Room, School Record Books, Course of Study in High Schools and Colleges, German Pedagogy, Education in the Southern States, Centennial Anniversary, Caste in Education, State School Laws, Art in Education, Co-ordination of Schools with the State, &c., will be discussed.

DEPARTMENT OF HIGHER INSTRUCTION.—1. Relation of the State to Higher Education. Prof. W. Leroy Brown, University of Georgia, Athens, Georgia.

2. The Military Sciences in Colleges and Universities. Lieut. A. D. Schenck, U. S. A. Iowa University, Iowa, City Iowa.

3. The Relation and Duties of Educators to Crime. Rev. J. B. Bittenger, D.D., Pennsylvania Prison Reform Association, Sewickly, Pa.

4. President D. C. Gilman is expected to speak on the proposed plan of the Johns Hopkins University at Baltimore.

Officers of this Department.—President—George P. Hays, President Washington and Jefferson College, Pa.; Vice President—President I. W. Andrews, of Marietta; Secretary—Prof. C. S. Venable, of the University of Virginia.

DEPARTMENT OF NORMAL SCHOOLS.—1. Progress and Reform through Normal Schools. Prof. G. P. Beard, State Normal School at Shippensburg, Pennsylvania.

2. The Professional Training of Teachers. Miss Delia A. Lathrop, city Normal School at Cincinnati, Ohio.

3. Relation of the Natural Sciences to the Profession of Teaching. Report to be presented by a Special Committee appointed at Detroit, 1874: James Johonnot, Chairman. State Normal School at Warrensburg, Mo.

4. A Course of Professional Instruction. Report by a Special Committee appointed at Detroit, 1874: Prof. C. F. R. Bellows, Chairman; State Normal School at Ypsilanti, Mich.

Officers of this Department.—President—J. C. Greenough, State Normal School of Rhode Island; Vice President—W. A. Jones, Indiana; Secretary—C. F. R. Bellows, Michigan.

DEPARTMENT OF SUPERINTENDENCE.—Officers of this Department.—President—J. Ormond Wilson, Superintendent of Schools, Washington, D. C.; Vice President—A. Abernethy, Iowa; Secretary—R. W. Stephenson, Superintendent Schools, Columbus, Ohio.

DEPARTMENT OF ELEMENTARY SCHOOLS.—1. Language Teaching, its Importance and its Methods. H. F. Harrington, Superintendent Public Schools, New Bedford, Mass.

2. What Shall we do with the Boys? J. L. Pickard, Superintendent Public Schools, Chicago, Ill.

3. What Shall we do with the Girls? Miss Frances E. Willard, late Dean of the Woman's College at Evanston.

Officers of this Department.—President—Prof. Alfred Kirk, Chicago, Ill.; Vice President—Miss Hattie Keeler, Cleveland; Secretary—Miss Lucy J. Maltby of Missouri.

ACCOMMODATIONS.—Private hospitalities will be furnished to all who desire them, and who give notice at the earliest possible moment to Prof. O. V. Towsley, Superintendent Public Schools, Minneapolis, Minn.

HOTELS.—The following hotels will accommodate members of the Association at reduced rates: First National Hotel, \$1.25 per day; Commercial Hotel \$1.25 per day.

TRANSIT FACILITIES.—Steamboats.—1. The Keokuk Northern Line of steamboats will return all members free, meals excepted, who pay full fare

to St. Paul, meals included, on presentation of a certificate of membership signed by the Secretary of the Association, to the clerk of the steamer in St. Paul. This arrangement holds good for all points between St. Louis and St. Paul. Members should purchase excursion or round trip tickets to Minneapolis from St. Paul on the St. Paul & Pacific, or the Milwaukee & St. Paul R. R., price fifty cents.

2. The Merchants' Southern Packet Co., will convey members of the Association from New Orleans to points on the Mississippi river to St. Louis, connecting with the Keokuk Northern Line at the same rates as mentioned in No. 1, or full fare coming north and half fare returning south, meals included.

3. The Memphis Packet Company will also convey members from points on the river, between Memphis and St. Louis, to the latter place, connecting with the Keokuk Northern Line at half fare, the party paying full fare up the river, returning free, on presentation of certificate of membership, as provided in No. 1.

RAILROADS.—The following are a part of the railway arrangements, so far as perfected up to date:

The Baltimore & Ohio R. R. will sell round trip tickets from Baltimore, or Washington, to Chicago and return, for \$20.

Round trip excursion tickets from Chicago to Duluth and St. Paul and return, good from June 1 to October 1, 1875, can be obtained at C. & N. R. R. Depots, Chicago, or at their city offices, 62 Clark St., or 75 Canal St., Chicago, Ill., for \$35, choice of four different routes being given.

Chicago & Northwestern R. R., via the West Wisconsin R. R., will return delegates at one-fifth fare.

The Chicago & Alton road will sell excursion tickets from St. Louis to St. Paul and return at prices varying from twenty-five to thirty dollars, according to route: Tickets good till November 1, and allow the holder to stop off at any point.

St. Louis, Iron Mountain & Southern R. R. The delegate must present his certificate to the ticket agent corner 4th and Walnut Sts., St. Louis, on or before August 10, and receive from the ticket agent a return ticket at one-fifth fare.

The Pennsylvania Central will issue excursion tickets to Chicago or St. Louis from New York.

Officers of the Gen'l Association: { Wm. T. HARRIS, Pres., St. Louis, Mo.  
Wm. R. ABBOTT, Sec., Bellevue, Va.  
A. P. MARBLE, Treas., Worcester, Mass.

—But the faithful teacher has claims. If we are really desirous that our country should advance in permanent prosperity we must begin in the schools. It is a fact often repeated, that "the hope of this country lies in its schools." This declares that the teachers stand in the place of power and influence. Believe this as well as say it. The claims of the teacher are not personal—they grow out of his eminent position his ineffaceable work and the perpetual on-going of the effects he produces.—[Kellogg.

—Our Educational Directory will be found of great value. We aim to give each month the cards of the most prominent and reliable dealers, publishers, and schools.

THE AMERICAN JOURNAL OF EDUCATION will show the people who pay the taxes, not only what our teachers and school officers are doing, but the necessity for their work as well. Let it be distinctly understood that this is our specific aim, and design; hence the teachers and school officers should see to it that copies are taken and circulated in every school district in the United States.

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Geography—In geography the drawing of outline maps is an exercise which ought not to be neglected. It gives the most accurate idea of the proportional extent, and general position of different countries; conveys a more distinct notion than any description, and leaves the most permanent impressions on the memory.

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No. 260. A graduate, who has taught seven years with success, desires a position as principal. Address: 260, care J. B. Merwin, St. Louis



## BOOK NOTICES.

—The Atlantic Monthly, \$4; Boston. The Galaxy, \$4; New York. New York School Journal, \$2.50; New York. New England School Journal, \$3; Boston. Journal of Speculative Philosophy, \$3; St. Louis, and the Popular Science Monthly, \$5, New York, are journals of unusual interest and value to educators.

PRESIDENT Chadborne said recently: "Our text-books are crammed with details of information which can only be of value in later research, and which only serve to confuse and burden the mind. We need clear, terse outline text-books."

FIRST LESSON IN PHYSIOLOGY.—For use in Common Schools, by C. S. Hotze author of "First Lesson in Physiology." St. Louis, the Central Publishing Co. p.p. \$1.00

The Science of Physiology should have a place in all our Common Schools, and we think Prof. Hotze in this book has supplied the long want, it excites the interest and gains the pupil's attention at once.

In fact with this book in the hands of the pupil a teacher has but little to do, since two most important things are assured in interest and attention. He has "excluded many technical terms, and all rule of hygiene based on mere assumption or personal bias, together with a host of technicalities frequently met with in works of the kind."

THE NEW ENGLAND JOURNAL OF EDUCATION wastes no time drawing down its face over the stupidity of teachers and the lethargy of the educational world, but goes to work attacking practical questions in a practical way.

## Special Notices.

## Chautauqua Lake.

This is one of the most delightful and charming of all the celebrated summer resorts in the country, and it is growing in popular favor each season, from the fact that it is so easy of access—the scenery of lake, forest, and meadow—the drives—the restful quiet—all these attract from the more showy and expensive places thousands of summer tourist who are tired of noise and show, and who seek, and find here just the attractions that the country presents over the city.

The lake is twenty-four in length, with a breadth varying from two to five miles.

The shaded bays and wooded promontories, the quiet little nooks here and there, each with its own special beauties, all within easy access of the several hotels, which have been erected within two or three years, give one a choice of scenery, and company and location as well.

Chautauqua Lake is on a high altitude, more than seven hundred feet above Lake Erie—only fourteen miles distant.

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So far, fourteen of these separate tracts have been issued. Massachusetts and Texas order them by the thousand; Colorado and Maine send for them. They cost \$7 00 per hundred, or ten cents for single copies. (Send postage).

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NO. 2. THE THEORY OF AMERICAN EDUCATION. By Wm. T. Harris, Superintendent of Public Schools of St. Louis.

NO. 3. HOW NOT TO DO IT; Illustrated in the Art of Questioning. By Anna C. Brackett, Principal Normal School, Saint Louis.

NO. 4. WOMEN AS TEACHERS. By Grace C. Bibb.

NO. 5. AN ORATION on the Occasion of Laying the Corner-stone of the Normal School at Warrensburg, Johnson county, Missouri. By Thomas E. Garrett, Editor Missouri Republican, and M. W. Grand Master of Masons of Missouri.

NO. 6. HOW TO TEACH GEOGRAPHY. By Mrs. Mary Howe Smith. Read before the National Teachers' Association.

NO. 7. HOW TO TEACH NATURAL SCIENCE IN THE DISTRICT SCHOOLS. By Wm. T. Harris.

NO. 8. THE EARLY WITHDRAWAL OF PUPILS FROM SCHOOL—Its Causes and Its Remedies. An Essay read by William T. Harris, at the National Educational Association, in Boston.

NO. 9. THE RIGHT AND THE POWER OF THE STATE TO TAX THE PROPERTY OF THE STATE TO MAINTAIN PUBLIC SCHOOLS. By Hon. H. C. Brockmeyer.

NO. 10. HOW FAR MAY THE STATE PROVIDE FOR THE EDUCATION OF HER CHILDREN AT PUBLIC COST? An Essay by Wm. T. Harris, before the National Educational Association, at St. Louis.

NO. 11. MODEL REVIEW EXERCISE IN ARITHMETIC.

NO. 12. WOMAN'S WORK AND EDUCATION IN AMERICA. An Essay, by W. G. Elliot, D. D. Read before the State Teachers' Association.

NO. 13. SYNOPSIS OF COURSE OF STUDY IN THE DISTRICT SCHOOLS. By William T. Harris.

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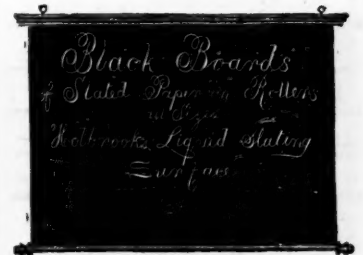
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Chay Jay Kay Gay Ef Vee Ith Deee Ea Zee Ise  
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2. Vowels (A, I, E, O, U, and, etc.), and sometimes W or Y followed by a vowel (wa, wi, ye, yi, wo, etc.), are represented by Dots, Dashes, Angles, and Semicircles opposite the beginning, middle, or end of a consonant-stroke; thus

eat, it, eight, Et, ah, add, thaw, hawk, doll, too, love,  
con, pull, eye, hide, tota, oil, out, one, rude, sweet  
wit, wheat, walk, wood, white, Yale, yell, youth, you, unite,  
deal, steel, pane, pause, past, pastor, po, pore, wet, weight,  
week, woke, Yale, yawn, wire, wheel, wine, wmay.

3. Signs to express Groups of Consonants are formed by a few general principles of modifying the primary consonant signs; thus:

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gun, pass, penator, lines, passions, operative, fashion,  
decision, occasionation, sub or sup, impose, ambition, anchored,  
hanger, letter, older, mother, modern, paid, get,  
glad, prayed, wild, west, drifts, passed, patient, ancient, late,  
bad, good, right, midst, student, stand.

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